

**THE CORRELATION BETWEEN ENGLISH LEARNING FACILITIES
AND THE SECOND YEAR STUDENTS' ACHIEVEMENT
AT THE SMP NEGERI 17 SUKAJADI
PEKANBARU**



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1431 H/2010 M**

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Thesis

Submitted to fulfill a partial requirement for the
Bachelor Degree of English Education



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ABSTRAK

Skripsi dengan judul “Hubungan antara menggunakan fasilitas belajar dengan prestasi belajar siswa kelas dua SMPN 17 Sukajadi Pekanbaru”.

Subjek penelitian ini adalah siswa kelas dua SMPN 17 Sukajadi Pekanbaru, sedangkan objek penelitian adalah korelasi antara menggunakan fasilitas belajar dengan prestasi belajar siswa. Dalam kasus ini penelitian mengambil 25% sampel dari total populasi, yaitu 67 siswa.

Ada satu teknik pengumpulan data yang digunakan. Yang pertama dengan menggunakan angket dan interview dengan tujuan untuk mengetahui apakah siswa menggunakan fasilitas dalam belajar bahasa Inggris.

Dalam pengolahan data, peneliti menggunakan rumus serial korelasi, yaitu sebagai berikut:

$$r_{ser} = \frac{\sum \{(Or - O_t)M\}}{SD_{tot} \sum \left\{ \frac{(Or - Ot)^2}{P} \right\}}$$

Berdasarkan analisis yang dilakukan hasilnya bahwa r_{ser} lebih tinggi dari pada r_{table} baik dalam 5% (0.23) maupun 1% (0.302) level signifikannya. Ini bias di rumuskan dengan $0.02 < 0.314 > 0.302$. Ini membuktikan bahwa H_a diterima dan H_o ditolak. Artinya ada korelasi antara menggunakan dengan prestasi siswa dalam belajar bahasa Inggris.

ABSTRACT

Sri Mawarni (2009): The Correlation between Learning Facilities and Students Achievement at the Second Years Students Of SMPN 17 Sukajadi Pekenbaru.

This paper is entitled “The Correlation between Learning Facilities and Students Achievement at the Second Years Students of SMPN 17 Sukajadi Pekenbaru.

The subject of the research is the second year students of SMPN 17 Sukajadi Pekanbaru. While, the object of the research is the correlation between learning facilities and students achievement. In this case, the investigator took 25% Samples of total population that is 67 students.

There is one data collection techniques used. That is by questionnaire, which was used to know the students use learning facilities. In analyzing the data, the investigator used Serial Correlation formula as follow:

$$r_{ser} = \frac{\sum \{(Or - O_t)M\}}{SD_{tot} \sum \left\{ \frac{(Or - Ot)^2}{P} \right\}}$$

Based on the data analysis, the result shows that rser is higer than r table both in 5% and 1% significant levels. It can be formulated that $0.02 < 0.314 > 0.302$. It is proven that (Ha) is accepted and (Ho) is rejected. Therefore, it can be concluded that there is a significant correlation between student use learning facilities and their achievement.

ملخص

سري ماورني (2009) علاقة بين استخدام وسائل تعلم الطلاب بإنجاز تعلم الطلاب فصل الثاني
بمدرسة المتوسطة الحكومية 17 سوكاجادي باكنبارو.

رسائل العلمية بالموضوع علاقة بين استخدام وسائل تعلم الطلاب بإنجاز تعلم الطلاب فصل الثاني
بمدرسة المتوسطة الحكومية 17 سوكاجادي باكنبارو.

فرد يحثها طلاب فصل الثاني بمدرسة المتوسطة الحكومية 17 سوكاجادي باكنبارو, أما وموضوع
بحثها هي علاقة بين استخدام وسائل تعلم الطلاب بإنجاز تعلم الطلاب بهذه المشكلة أخذت الباحثة
مثالا 25% من جميع جماعة الطلاب 67 طالبا.

هناك طريقتان جمعيتان الحصول المستخدمة فالأول استخدم الاستفتاء و الحوار يغرض لمعرفة هل
الطلاب يستخدم الوسائل في تعلم اللغة الإنجليزية و في تجهيز الحصول فاستخدمت الباحثة الرموز
(سريال كرلاسي) مما يأتي:

5% (0,23) 1% جدول أعلى من r_{ser} بالنسبة إلى تحليلية التي فعلت فوجدت الحصول أن

مردود بمعنى H_o مقبول و H_a مستوى مناسبتها فقام برموزها ب 0,02 0,341 0,302 مع أن

هناك علاقة بين الإستخدم بإنجاز الطلاب في تعلم لغة الإنجليزية.

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CHAPTER I

INTRODUCTION

A. Background

Education is very important for everybody because it can make our life meaningful. We can get formal and non formal educational, such as; from our social, facilities, environment and society. Here the writer tries to take an example of formal education, “school”. School is a place where children go to be educated (Oxford:383). It is educational institution that has responsibility to make the students know.

At school, students have many subjects that will be taught by teacher including English lesson. The teacher who has responsibility for transferring the knowledge to His or Her students must be able to find good strategies in teaching learning English as a foreign language

In other words, the students in this country have realized that English is as an instrument for oral and written forms in which communication in the era of science and technology could be accessed properly. English should be learning holistically in terms of mastering all aspects regarding proficiencies that students must process. For example, the ability to use English language in speaking, writing, reading and listening should be regarded as major skills that must be mastered.

English teachers must consider learners needs especially, those who are involved in this case to be active and focused their learning an four basic language skills; reading, writing, listening and speaking. Robrt F Mcnergene in Purwati (1982:2) states that the teacher is one of the most important components in education, especially in English program. They are very important to choc ¹ _ppropriate strategy for His or Her students.

The purpose of teachers' education and training is to encourage the growth of the teachers as models for their students and as a professional.

Learning facilities is one of the external factors, which can influence the students in teaching and learning process. Learning facilities are the facilities or equipments which can support students in learning; they play great roles in order to reach the purpose of teaching and learning process.

English is one of the languages, which is learned by the students. So, to learn it we need some facilities such as; library, laboratory, and other learning equipments, which can influence the students' motivation in teaching and learning English because they have great roles in attracting the students' achievement in learning English process.

There are many ways to makes students proficient in learning English. One of them is by supporting good facilities at school such as; library, laboratory, and learning equipments (media, book, tape recorder, video, television, radio). By supporting good facilities, they hopefully can make teaching and learning English facilities process more effective and efficient. By using learning facilities, it can bring students good achievements.

According to Hornby (1961:31) Says that achievement is some thing gained or reached by the effort and a skill, and the result can be in form of scored and grades. They are three factors that can make up students achievement in learning English as foreign language:

1. The students must be involved in learning situation
2. The students participate in teaching learning process
3. The students have to find the information they need in learning something.

Based on the description above, we know that learning facilities have great roles in English teaching and learning process because they can influence the student achievement. But the fact, even though the school has good facilities, which can support them; they are still not good in learning English. It can be seen in the following phenomena:

1. Some of the students are not interested in English.
2. Some of the students are not motivated to read English books.
3. Some of the students do not understand English lesson.
4. Some of the students have difficulties in learning English.
5. Some of the students no response when the teacher explain the materials during teaching and learning process.

Based on phenomena above, the writer interested to conducted a research entitle: **The Correlation between English learning facilities and the second year students' achievement at the SMP Negeri 17 Sukajadi Pekanbaru.**

B. Definition of the Term

To avoid misinterpretation and misunderstanding, it is necessary to explain the term used in this research. The terms are as follows:

1. Correlation

Hartono (2003:68) says that correlation relationship between two or more variable. In this study, can be defined as investigation of a number of variables to be related to major, complex variables such as achievement.

2. Study

Zulkifli (2006:31) says study is process of gaining knowledge of a subject.

3. Facilities

Oxford (1995:148) Says that facilities the equipments and services that is provided for particular purpose.

4. Learning

(http://www.dest.gov.au/ty/publications/employability_skills/final_report.pdf) States that learning is the acquisition and development of memories and behaviors, including skills, knowledge, understanding, values and wisdom.

5. Achievement

Jack C. Ricard (1992:30) States that a test which measures how much of a language someone has learned with reference to a particular course of study or program of instruction.

C. The Problem

Based on the background above, the writer found that there are many students encounter problems in learning English. These problems can caused by students English learning facilities and their achievement.

1. Identification of the Problems

Based on the background and phenomena of the problems above, the problems of this research are identified in the following identifications:

1. What facilities can influence the students' achievement in learning English?
2. What factors make students difficult to learning English?
3. How far facilities can influence the students' achievement in learning English?

2. Limitation of the Problems

Based on the identification of the problem, the writer limits the problem to the correlation between English learning facilities and the second year students' achievement at the SMP Negeri 17 Sukajadi Pekanbaru.

3. Formulation of the Problems

The problems of this research are formulated into the following research questions: Is there any correlation between English learning facilities and the second year students' achievement at the SMP Negeri 17 Sukajadi Pekanbaru?

D. The Objective and Significant of the Research

1. The Objective of the Research

To know whether or not there is any significant between English learning facilities and the second year students' achievement at the SMP Negeri at the SMP Negeri 17 Sukajadi Pekanbaru.

2. The Significant of the Research

1. This research finding is to give information about the correlation between English learning facilities and students' achievement at the second year students of SMPN 17 Sukajadi Pekanbaru.
2. The research finding is to give benefits for the students in using learning English facilities and students' achievements at the second year students of SMPN 17 Sukajadi Pekanbaru.

E. The Reason of Choosing the Title

1. The title is never been investigated.
2. It is relevant with the writers' specialization as an English Education Department Student.
3. This research is interested to be investigated because it gives valuable information about learning facilities in English teaching and learning process and students' achievement in learning English.
4. The writer want to see if learning facilities will contribute to better learning achievements by the students' at SMP Negeri 17 Sukajadi Pekanbaru.

CHAPTER II

REVIEW OF RELATED LETERATURE

The writer will appear some theories, which learning English facilities and students' achievements. In this case, the writer will discuss some items such as using learning facilities and students' achievements.

A. The Theoretical Framework.

1. Using Learning Facilities

English is one of the languages, which is learned by the students. So, to learn it we need some facilities such as; laboratory, library and other learning equipments, which can influence the students motivation in teaching in learning English because they have great roles in attracting the students motivation in teaching and learning English process.

Library is one of learning facilities which provide many books and literature. Oxford (1992:240) says it is a room or a building for collection of books, records and others. In order words, it is a room which provides learning books such as economy, science, politic, English and also magazines.

Oxford (1991:232) says laboratory is a room or a building used for scientific experiment. Meaning that laboratory is a room for scientific using. In learning English, it has a function to help students in listening practice because students can improve their listening skills. Having listening practice can make them are better in listening English. And the order hand, students can practice and improve their listening and spiking skills in laboratory.

There are many ways to makes students proficient in learning English. One of them is by supporting good facilities at school such as; library, laboratory, and learning

equipment (media, books, tape recorder, video, television, radio). By supporting good facilities, they hopefully can make teaching and learning English facilities process more effective and efficient. By using learning facilities, it brings students the real world. It also can help students in making connecting between the classroom and world beyond it.

There are many kinds of facilities in teaching and learning process such as; laboratory, library and equipments. Kalayo (2006:43) states that aim in using the black board should make thing clearer to the class and hope their attention. So, in order to use the black board effectively, it is important to develop good basic techniques of writing on the black board and organizing the lay out what we write. The teacher should have programs and many things to manage and make the students feel interested in the class. Good facilities taught to create the situation that is effective and gives different ways in learning English. Media are important things in teaching and learning process.

Learning equipments is other facilities, which is needed to support English teaching and learning process. It means that in teaching and learning English process, we need many facilities to reach the educational aims because they can also influence the students' motivation and their achievement.

School as facilitator is hoped to facilitate their students by supporting good learning equipments such as televisions, video and media (picture card, calendar cart), which can support them in learning English because, by supporting them, students are more interested and motivated to study English. Take example when teacher is teaching, He or She is using the pictures or to explain what He or She is talking about. This way is more effective and efficient because students will more understand and they will not watch and listen learning directly what the native speakers talking about.

2. Human Resources for Facilities in Teaching Learning Process

Teacher is one of the human competences in teaching and learning process that follows to play a part in effort forming of potential human resources in development area. Therefore, in teaching learning, the teacher plays many roles. For example; guide and facility the students. So, He or She has an important role in giving the material, especially the English study. An English study teacher, someone who guides and facilities the student in learning English is not only guiding and facilitating them, but also knowing their needs.

Brown in Khabib (2000:7) states that, teaching is guiding and facilitating learning, enabling the learner to learn, getting the conditions of learning. Understanding of how the learner learns will determine philosophy of education, teaching style, approach, methods, and classroom technique.

A teacher should have a competency in teaching the students, because this competency is an important thing for the teacher to be good result in teaching learning process. One of the teacher competences is how to motivate the students. The motivation has a function in getting the goal. So that, the teacher should have an ability how to increase the students motivation.

In teaching learning process, teacher and students should make a good interaction. The problem might be dialing with how teachers teach the students and how the students respond to the materials in learning process.

Much of the researches into learning strategy preferences have been concerned with identifying learning strategy preferences with a view to isolating those

characteristics of the good language learner. David Nunan (1991:171) suggests that those good or efficient learners about learning a second language are as follows:

1. Good learners find their own way.
2. Good learners organize information about language.
3. Good learners are creative and experiment with language.
4. Good learners make their own opportunities, and find strategies for. Getting practice in using the language inside and outside the classroom.
5. Good learn to live with uncertainly and develop strategies for making .sense of the target language without wanting to understand every word.
6. Good learners make errors work.
7. Good learners use linguistic knowledge, including knowledge of their first language in mastering a second language.
8. Good language learns to make intelligent guesses.
9. Good learn chunks of language as would and formalized routines to help them perform beyond their competence.
10. Good learners learn production technique.
11. Good learners learn different styles of speech and writing and learn their language according to the formality of the situation.

In teaching English, we should know about the four languages skills as the requirements for good English students; they are speaking, reading, listening and writing. As we know, teaching English is not an easy job. We need more skill, knowledge and good performance. In teaching English, a teacher also makes the student interested and focused to the lesson. Teaching is guiding and facilitating learning,

enabling to learner to learn, setting for learning, making appropriate teaching style, making good approach, using the better methods and seeing techniques in the classroom in order to increase students ability.

As a function teacher is facilitator, teacher is manager; teacher acts as an advisor, answers students question and monitoring their performance. As a teacher of the language, He or She has to be able to motivate him or her students in many opportunities of practice speaking.

Teaching is a guidance of learning; it means the teachers should know the students mental and their capability well. Dewi Kasmi in Brown (2000:12) states that teaching is guiding and facilitating learning, enabling the learner to lean, getting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, approach, methods and classroom techniques.

In teaching learning process, we need persons who can transfer their knowledge, change the students, attitude, behavior, and moral, and also need persons who can teach well. But, in the fact, we still find the teaching problem, namely: lack of professional in transferring their knowledge.

3. The Effect of Using Learning Facilities on Students Achievements

The uses of learning facilities can give on effect to the English learning achievement, because in learning English students use facilities. School as facilitator should give motivation such as by supporting facilities (laboratory, library and other equipments) to attract and motivate the students in teaching and learning English process.

By supporting English learning facilities students will be able to express their idea in listening, reading, speaking and writing. Because students motivation can stimulate or attract by them. Introducing learning object in teaching and learning can increase the students interest and motivation, as the imply in creativity based on sound, image and text. It means that supporting learning that uses learning facilities can increase the students' achievement to the subject.

Each educational has a function to achieve the goal established must be supported with sufficient facilities. The effect of using facilities is very important factors to implement learning and teaching process. It is really difficult for teachers to present the students lessons if facilities are not provide.

B. Relevant Research

The relevant research of this research, the writer tries to describe the research result from other researchers are of them is, Karmila entitled the correlation between students' motivation in reading and their reading achievement at the second year of senior high school nurul falah Air Molek. She found that whether in level significant 5% or 1 % the r_{ch} is bigger than r table. It was calculated that 0, 232 (0,498) 0, 302. That is way alternative hypothesis (H_a) is accepted while null hypothesis (H_o) is rejected. It means there are significant correlation between students English learning facilities and their achievement.

C. The Operational Concept

Concept is a main element to avoid misinterpreting and misunderstanding in a scientific study, the concept is still an abstract from in a research plan which is to be interpreted.

To avoid misinterpretation in this study, the concepts used are necessary to be operationalized in order to have more directed and specific concept.

Based on the statement above, the indicators can be seen as follows:

1. Independent Variable (Variable X)

The indicators as follows:

- a. The students practice English learning in laboratory.
- b. The students frequently learn in a laboratory.
- c. The students bring dictionary in learning English.
- d. The students use text books in learning English.
- e. The students speak English by practicing English vocabularies in the presented pictures.

2. Dependent Variable (Variable Y)

Dependent variable in this research is student achievements in English learning.

In this variable, the data of variable Y can be seen from report study (rapports) in the second year of SMP Negeri 17 Sukajadi Pekanbaru in 2007-2008 academic year. In this case, the writer can be taken from English subject.

D. Assumptions and the hypothesis

1. Assumption

Before formulating hypothesis as a temporary answer to the problem, the writer would like to present the assumption into by supporting good learning facilities; it can increase their in English learning.

2. Hypotesis

Ha: There is a significant correlation between English learning facilities and the second year students' achievements at the SMP Negeri17 Sukajadi Pekanbaru.

Ho: There is no significant correlation between English learning facilities and the second year students' achievements at the SMP Negeri17 Sukajadi Pekanbaru.

A. Research Design

Variable X ←──→ Variable Y

Learning Facilities

Students Achievement

This research was conducted at the second year SMP Negeri17 on Balam Street Sukajadi Pekanbaru. This research has been conducted in November 2008 until January 2009.

The subject of this research is the second year SMP Negeri17 Sukajadi Pekanbaru in academic years 2008/2009. The object of this research is correlation between English learning facilities and students' achievement.

D. The Population and the Sample of the Research

Population of the research is the second year students' of SMP Negeri17 Sukajadi Pekanbaru. The total population is 271 the second years students. They consist of 7 classes (VIII.A, VIII.B, VIII.C, VIII.D, VIII.E, VIII.F, and VIII.G). The investigator takes 25% of population to be sample. The technique used in this research is supported random sampling. The sample is 67 students' and can be seen the following table:

Table III.1

The number of population and sampling of SMPN 17 Sukujadi Pekanbaru

Class	Total	Population		Sample (25%)
		Men	Women	
VIII.A	40	21	19	10
VIII.B	39	19	20	10
VIII.C	40	21	19	10
VIII.D	39	20	19	10
VIII.E	39	19	20	10
VIII.F	36	19	17	10
VIII.G	38	19	19	7
Total Sample	271	81	134	67

E. The Data Collection Technique

In order to get the data needed in the research, the writer uses descriptive method, the techniques are as follow:

- a. Questionnaire

F. The Technique of the Data Analysis

Data analysis technique in this research is serial coefficient correlation. It is used interval scales, as Hartono (2004:119). Points out if variables are ordinal and interval, it is suggested to use the following formula:

$$r_{ser} = \frac{\sum \{(Or - O_t)M\}}{SD_{tot} \sum \left\{ \frac{(Or - Ot)^2}{P} \right\}}$$

Where:

Rser : Serial Correlation Coefficient

Or : The Lower

Ot : The High

M : Mean

SDtot : Total Standard deviation

P : Individual proportion in group

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data presentation

1. Students Use Learning Facilities

This research consists of two variables. They are variable X (independent variable) and variable Y (dependent variable). The independent variable is a variable that “English learning facilities in learning English” and dependent variable is a variable which is affected by independent variable namely “students’ achievement”.

a. Item

Data about the students use learning facilities in learning English, there are 20 statements in this questionnaire. Each statement is derived from indicators in the operational concept. Related the options in the questionnaire, it contains five options. They are always, often, sometimes, seldom, and never. To analyze the data from the questionnaire, the writer gave option weights as follows:

TABLE IV.1

THE CLASSIFICATION TABLE SCORE OF QUESTIONNAIRE

OPTION	FREQUENCY	PERCENTAGE
Always	5	Excellent
Often	4	Good
Sometimes	3	Fairly Good
Seldom	2	Fair
Never	1	Poor

In order to present the data about the using learning facilities in learning English, it is presented in table below:

TABLE IV.2
I PRACTICE ENGLISH IN LABORATORY IN ONCE A WEEK

No	OPTION	FREQUENCY	PERCENTAGE
1	Always	0	0
	Often	10	14
	Sometimes	5	8
	Seldom	11	17
	Never	41	61
	TOTAL	67	100%

From the table above, it shows that no one students (0%) choosing always. 10 students (14%) choose often, 5 students (8%) choose sometimes, 11 students (17%) choose seldom, and 41 students (61%) choose never. It can be seen calculated $61\% + 17\% = 78\%$. Meaning that the highest percentages of the students' does not use English laboratory in once a week.

TABLE IV.3**I LISTENING CASTLE IN LABORATORY A WEEK**

No	OPTION	FREQUENCY	PERCENTAGE
2	Always	0	0
	Often	0	0
	Sometimes	2	3
	Seldom	18	27
	Never	47	70
	TOTAL	67	100%

From the table above, it shows that no one students (0%) choosing always and often. 2 students (3%) choose sometimes, 18 students (27%) choose seldom, and 47 students (70%) choose never. It can be seen calculated $81\% + 47\% = 128\%$. Meaning that the highest percentages of students does not listening castle in laboratoryweek.

TABLE IV.4**I DISSCUSS IN LABORATORY BY ENGLISH**

No	OPTION	FREQUENCY	PERCENTAGE
3	Always	0	0
	Often	5	8
	Sometimes	4	5
	Seldom	19	28
	Never	39	59
	TOTAL	67	100%

From the table above, it shows that no one students (0%) choosing always. 10 students (14%) choose often, 5 students (8%) choose sometimes, 11 students (17%) choose seldom, and 41 students (61%) choose never. It can be seen calculated $61\% + 17\% = 78\%$. Meaning that the highest percentage of students does not discuss in laboratory by English.

TABLE IV
I USE LANGUAGE LABORATORY IN A WEEK

No	OPTION	FREQUENCY	PERCENTAGE
4	Always	5	8
	Often	5	8
	Sometimes	2	3
	Seldom	8	11
	Never	47	70
	TOTAL	67	100%

From the table above, it shows that 5 (8%) choosing always. 5 students (8%) choose often, 2 students (3%) choose sometimes, 8 students (11%) choose seldom, and 47 students (70%) choose never. It can be seen calculated $11\% + 70\% = 81\%$. Meaning that the highest percentage of students does not use language in laboratory once a week.

TABLE IV.6

**I LOOKING FOR TASK ENGLISH IN LABORATORY TWO ONCE A
WEEK**

No	OPTION	FREQUENCY	PERCENTAGE
5	Always	1	2
	Often	2	3
	Sometimes	10	14
	Seldom	13	20
	Never	41	61
	TOTAL	67	100%

From the table above, it shows that 1 (2%) choosing always, 2 students (3%) choose often, 10 students (14%) choose sometimes, 13 students (20%) choose seldom, and 41 students (61%) choose never. It can be seen calculated $14\% + 20\% + 61\% = 95\%$. Meaning that the highest percentage of students does not looking for task English in laboratory two once a week.

TABLE IV.7

I TAKE A REST IN LIBRARY EVERY DAY

No	OPTION	FREQUENCY	PERCENTAGE
6	Always	1	2
	Often	4	5
	Sometimes	31	47
	Seldom	22	33
	Never	9	13
	TOTAL	67	100%

From the table above, it shows that 1 (2%) choosing always, 4 students (5%) choose often, 31 students (47%) choose sometimes, 22 students (33%) choose seldom, and 9 students (13%) choose never. It can be seen calculated $47\%+33\%+13\% = 93\%$. Meaning that the highest percentage of students does not take a rest in library every day.

TABLE IV.8

I WORKING TASK IN LIBRARY

No	OPTION	FREQUENCY	PERCENTAGE
7	Always	2	3
	Often	1	2
	Sometimes	25	37
	Seldom	20	28
	Never	19	30
	TOTAL	67	100%

From the table above, it shows that 2 (3%) choosing always, 1 students (2%) choose often, 25 students (37%) choose sometimes, 20 students (28%) choose seldom, and 19 students (30%) choose never. It can be seen calculated $37\%+28\%+30\% = 95\%$. Meaning that the highest percentage of students does not working task in library.

TABLE IV.9**I BORROW BOOK IN THE LIBRARY EVERY HAVE TASK**

No	OPTION	FREQUENCY	PERCENTAGE
8	Always	8	12
	Often	8	12
	Sometimes	25	37
	Seldom	18	27
	Never	8	12
	TOTAL	67	100

From the table above, it shows that 8 (12%) choosing always, 8 students (12%) choose often, 25 students (37%) choose sometimes, 18 students (27%) choose seldom, and 8 students (12%) choose never. It can be seen calculated $37\%+27\%+12\% = 76\%$. Meaning that the highest percentage of students does not borrow book in the library every have task.

TABLE IV.10**I USE ENGLISH BOOK EVERY LEARNING ENGLISH**

No	OPTION	FREQUENCY	PERCENTAGE
9	Always	28	42
	Often	17	25
	Sometimes	14	21
	Seldom	5	8
	Never	3	4
	TOTAL	67	100%

From the table above, it shows that 28 (42%) choosing always, 17 students (25%) choose often, 14 students (21%) choose sometimes, 5 students (8%) choose seldom, and 3 students (4%) choose never. It can be seen calculated $42\%+25\%+21\% = 88\%$. Meaning that the highest percentage of students use English book every learning English.

TABLE IV.11

I WORK EVERY TASK IN ENGLISH BOOK

No	OPTION	FREQUENCY	PERCENTAGE
10	Always	11	17
	Often	14	21
	Sometimes	30	45
	Seldom	8	12
	Never	4	5
	TOTAL	67	100%

From the table above, it shows that 11 (17%) choosing always, 14 students (21%) choose often, 30 students (45%) choose sometimes, 8 students (12%) choose seldom, and 4 students (5%) choose never. It can be seen calculated $17\%+21\%+45\% = 83\%$. Meaning that the highest percentage of students works every task in English book.

TABLE IV.12
I USE ENGLISH BOOK FOR REFERENCE LKS

No	OPTION	FREQUENCY	PERCENTAGE
11	Always	15	22
	Often	17	25
	Sometimes	16	24
	Seldom	9	14
	Never	10	15
	TOTAL	67	100%

From the table above, it shows that 15 (22%) choosing always, 17 students (25%) choose often, 16 students (24%) choose sometimes, 9 students (14%) choose seldom, and 10 students (15%) choose never. It can be seen calculated $22\% + 25\% + 24\% = 71\%$. Meaning that the highest percentage of students use English book for reference LKS.

TABLE IV.13
I USE DICTIONARY EVERY LEARNING ENGLISH

No	OPTION	FREQUENCY	PERCENTAGE
12	Always	40	59
	Often	19	28
	Sometimes	7	11
	Seldom	1	2
	Never	0	0
	TOTAL	67	100%

From the table above, it shows that 40 (59%) choosing always, 19 students (28%) choose often, 7 students (11%) choose sometimes, 1 students (2%) choose seldom, and 0 students (0%) choose never. It can be seen calculated $59\%+28\%+11\% =98\%$. Meaning that the highest percentage of students use dictionary every learning English.

TABLE IV.14

I BRING DICTIONARY EVERY LEARNING ENGLISH

No	OPTION	FREQUENCY	PERCENTAGE
13	Always	33	49
	Often	20	29
	Sometimes	4	6
	Seldom	9	14
	Never	1	2
	TOTAL	67	100%

From the table above, it shows that 33 (49%) choosing always, 20 students (29%) choose often, 4 students (6%) choose sometimes, 9 students (14%) choose seldom, and 1 students (2%) choose never. It can be seen calculated $49\%+29\%=78\%$. Meaning that the highest percentage of students bring dictionary every learning English.

TABLE IV.15

**I LOOKING FOR THE VOCABULARY IN DICTIONARY EVERY
LEARNING ENGLISH**

No	OPTION	FREQUENCY	PERCENTAGE
14	Always	38	56
	Often	21	32
	Sometimes	7	10
	Seldom	1	2
	Never	0	0
	TOTAL	67	100%

From the table above, it shows that 38 (56%) choosing always, 21 students (32%) choose often, 7 students (10%) choose sometimes, 1 students (2%) choose seldom, and 0 students (0%) choose never. It can be seen calculated $56\%+32\%+10\%=98\%$. Meaning that the highest percentage of students looking for the vocabulary in dictionary every learning English.

TABLE IV.16**I GET NEW VOCABULARIES FROM DICTIONARY**

No	OPTION	FREQUENCY	PERCENTAGE
15	Always	20	30
	Often	14	21
	Sometimes	22	33
	Seldom	11	14
	Never	1	2
	TOTAL	67	100%

From the table above, it shows that 20 (30%) choosing always, 14 students (21%) choose often, 22 students (33%) choose sometimes, 11 students (14%) choose seldom, and 1 students (2%) choose never. It can be seen calculated $30\%+21\%+33\%=84\%$. Meaning that the highest percentage of students gets new vocabulary from dictionary.

TABLE IV.17**I DISCUSS ABOUT PICTURE BY ENGLISH**

No	OPTION	FREQUENCY	PERCENTAGE
16	Always	6	9
	Often	10	15
	Sometimes	26	39
	Seldom	17	26
	Never	8	11
	TOTAL	67	100%

From the table above, it shows that 6 (9%) choosing always, 10 students (15%) choose often, 26 students (39%) choose sometimes, 17 students (26%) choose seldom, and 8 students (11%) choose never. It can be seen calculated $39\%+26\%+11\%=79\%$. Meaning that the highest percentage of students discuss about picture by English.

TABLE IV.18

I GET NEW VOCABULARIES FROM EVERY PICTURE IN THE WALL

No	OPTION	FREQUENCY	PERCENTAGE
17	Always	0	0
	Often	15	22
	Sometimes	29	44
	Seldom	11	16
	Never	12	18
	TOTAL	67	100%

From the table above, it shows that 0 (0%) choosing always, 15 students (22%) choose often, 29 students (44%) choose sometimes, 11 students (16%) choose seldom, and 12 students (18%) choose never. It can be seen calculated $44\%+16\%+18\%=78\%$. Meaning that the highest percentage of students does not get new vocabularies from every picture in the wall.

TABLE IV.19**I MEMORIES EVERY VOCABULARY IN THE PICTURE**

No	OPTION	FREQUENCY	PERCENTAGE
18	Always	2	3
	Often	6	9
	Sometimes	28	42
	Seldom	19	29
	Never	12	18
	TOTAL	67	100%

From the table above, it shows that 2 (3%) choosing always, 6 students (9%) choose often, 28 students (42%) choose sometimes, 19 students (29%) choose seldom, and 12 students (18%) choose never. It can be seen calculated $42\%+29\%+18\%=89\%$. Meaning that the highest percentage of students does not memories every vocabulary in the picture.

TABLE IV.20**I USE DICTIONARY IN LEARNING ENGLISH**

No	OPTION	FREQUENCY	PERCENTAGE
19	Always	55	82
	Often	12	18
	Sometimes	0	0
	Seldom	0	0
	Never	0	0
	TOTAL	67	100%

From the table above, it shows that 55 (82%) choosing always, 12 students (18%) choose often, 0 students (0%) choose sometimes, 0 students (0%) choose seldom, and 0 students (0%) choose never. It can be seen calculated $82\%+18\%=100\%$. Meaning that the highest percentage of students use dictionary in learning English.

TABLE IV.21

I BRING ENGLISH BOOK EVERY STUDY ENGLISH

No	OPTION	FREQUENCY	PERCENTAGE
20	Always	51	77
	Often	14	20
	Sometimes	2	3
	Seldom	0	0
	Never	0	0
	TOTAL	67	100%

From the table above, it shows that 51 (77%) choosing always, 14 students (20%) choose often, 0 students (0%) choose sometimes, 0 students (0%) choose seldom, and 0 students (0%) choose never. It can be seen calculated $77\%+20\%=97\%$. Meaning that the highest percentage of students bring English book every study English.

Data about the students use learning facilities in learning English is acquired using questionnaire. There are 20 statements in this questionnaire. Each statement is derived from indicators in the operational concept. Related to the optional of the questionnaire, it contains into five options. They are always, often,

sometimes, seldom, and never. To analyze the data of questionnaire, the writer gives scores on every item are as follows.

TABLE V1.22
THE QUESTIONNAIRE RECAPITULATION OF THE RESPONDENTS
ANSWER STUDENTS IN USE LEARNING FACILITES

No Students	OPTIONS									
	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1V.2	0	0%	10	14%	5	8%	11	17%	41	61%
1V.3	0	0%	0	0%	2	3%	18	27%	47	70%
1V.4	0	0%	5	8%	4	5%	19	28%	39	59%
1V.5	5	8%	5	8%	2	3%	8	11%	47	70%
1V.6	1	2%	2	3%	10	20%	13	20%	41	61%
1V.7	1	2%	4	5%	31	47%	22	33%	9	13%
1V.8	2	3%	1	2%	25	37%	20	28%	19	30%
1V.9	8	12%	8	12%	25	37%	18	27%	8	12% S
1V.10	28	42%	17	25%	14	21%	5	8%	3	4%
1V.11	11	17%	14	21%	30	45%	8	12%	4	5%
1V.12	15	22%	17	25%	16	24%	9	14%	10	15%
1V.13	40	59%	19	19%	7	10%	1	2%	0	0%
1V.14	33	49%	20	20%	4	6%	9	14%	1	2%
1V.15	38	56%	21	32%	7	11%	1	2%	0	0%
1V.16	20	30%	14	21%	22	10%	10	14%	1	2%
1V.17	6	9%	10	15%	26	33%	17	26%	8	11%
1V.18	0	0%	15	22%	29	39%	11	16%	12	18%
1V.19	2	3%	6	9%	28	42%	19	29%	12	18%
1V.20	55	82%	12	18%	0	0%	0	0%	0	0%
1V.21	51	51%	14	20%	2	3%	0	0%	0	0%
Total	311		214		287		219		294	

From the table above, the questionnaire recapitulation it show 311 choosing always, 214 students choosing often, 387 students choosing sometimes, 219 students choosing seldom, 294 students choosing never.

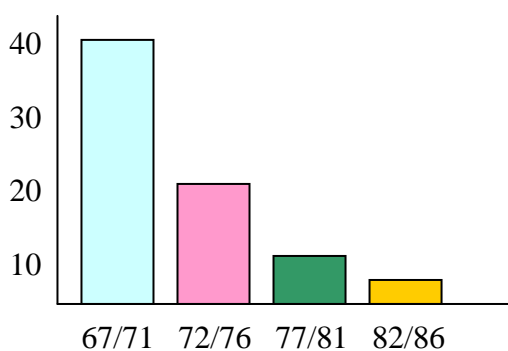
TABLE 1V.24

THE SCORE OF THE STUDENTS ACHIEVEMENT IN STUDY ENGLISH

Interval	F	P (%)
67-71	36	53,73
72-76	19	28,36
77-81	9	13,43
82-86	3	4,48
TOTAL	67	100%

The table shows that 36 students categorized “67-71” (53,73%), 19 students are categorized “72-76” (28,6%), 9 student is categorized “77-81” (13,43%) and 3 categorized “82-86” (4,48%).

GRAPHIC STUDENTS' ACHIEVMENT



From the graphic above, it can be seen the highest students' achievement in category 67-71 (good).

B. Data Analysis

1. The analysis the students use learning facilities in study English

To know the students use learning facilities in study English, the writer uses the technique analysis of qualitative description with percentage and also to find out the level of the students use learning facilities in study English, the writer uses the category of measurement:

Score	Categorized
81-100	Very good
61-80	Good
41-60	Mediocre
21-40	Bad
0-20	Very bad

The first step in getting qualitative analysis result is by collecting and classifying each item of questionnaires based on each options and multiplied them by standard scores which have been determined before.

Analyzing the total of percentage of the students' level in using learning facilities in study English is based on respondents in answering questionnaires. It can be seen as follows:

Option A. $311 \times 5 = 1555$

5. $214 \times 4 = 856$

5. $287 \times 3 = 861$

$$6. 219 \times 2 = 438$$

$$7. 294 \times 1 = 294$$

From the calculation above, the value of F is= 1555+856+861+438+294= 4004. And the total number N is= 311+214+287+219+294= 1325. Based on the options above the highest score is 5, so that $1325 \times 5 = 6625$. Then it calculated by using formula:

$$P = \frac{F}{N \times 100\%}$$

$$P = \frac{4004}{6625} \times 100\%$$

$$= 0.070 \times 100 \%$$

$$= 70\%$$

The percentage optioned for the students use learning facilities in study English is 60 %. It means that the level of the students use learning facilities in study English at the second year students of SMPN 17 Sukajadi Pekanbaru is categorized “mediocre”. It is found in the level of percentage (61-80 %).

2. Analysis the Students’ Achievement base on Their Use Learning Facilities

To know the students’ achievement in studying English, in writer uses the technique analysis of qualitative description with percentage, the formula is as follows:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency

N = Total Number

Based on the table above, the writer will present the score of each student's achievement and their use learning facilities that are categorized into very good, good, mediocre, bad, very bad it can be seen as follows:

1. The categorized very good

0

2. The categorized good

72,77,71,69,75,80,73,73,67,82,81,78,69,79,72,68,74,72,70,70,70,
70,70,69,70,70,75,70,83,83,71,70,73,70,70

3. The categorized mediocre

75,69,69,70,74,72,71,72,81,77,68,79,69,81,70,73,70,69,71,73,72,
70,70,58,70,69,73,72,68,70,69

4. The categorized bad

70

5. The categorized very bad

0

Then the total of the five categories is:

$$1+2+3+4+5=N$$

$$0+2556+2214+70+0=4840$$

Then, it is calculation to five:

$$4840 \times 5 = 24200$$

$$(0 \times 5) + (2556 \times 4) + (2214 \times 3) + (0 \times 2) + (0 \times 1) = 17006$$

Where:

$$N = 24200$$

$$F = 17006$$

As the result, the average percentage of the category calculation above is

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{17006}{24200} \times 100\%$$

$$P = 70\%$$

The Total analysis on the students' achievements in learning English is 70 %, it is found and the level of percentage (61-80%). It means the category of the students achievement in learning English at the second year students of SMP Negeri 17 Sukajadi Pekanbaru is categorized "good".

3. The analysis correlation between English learning facilities and students' achievements

TABLE 1V.26
THE CATEGORIES OF THE STUDENTS0 USE LEARNING FACILITIES
AND STUDENTS ACHIEVEMENT IN LEARNING ENGLISH

No Students	STUDENTS USE LEARNING FACILITIES				
	STUDENTS ACHIEVEMENT				
	Very Good	Good	Mediocre	Bad	Very Bad
1		63	58	40	
2		67	58		
3		61	51		
4		62	58		
5		61	55		
6		62	56		
7		64	60		
8		63	65		
9		63	54		
10		66	59		
11		71	58		
12		61	60		
13		72	56		
14		63	53		
15		62	56		
16		62	55		
17		62	52		
18		64	57		
19		73	57		
20		63	52		
21		73	49		
22		73	49		
23		62	58		
24		72	47		
25		71	54		
26		66	55		
27		62	57		
28		66	60		
29		66	50		
30		64	43		
31		62			
32		66			
33		69			
34		62			
35		66			
36		65			
Total Score		2295	1650	40	
Total Student		36	30		
Proportion		0.53	0.44		
Mean		63.75	56.33		

To get high ordinate that separates category from another, it can be seen on the table in the appendix, there are two columns “p” (proportion) that show one is complement from another, “ p ” can be sought in the first column or in the second column. Fit the highest of the ordinate that is symbolized with “o” from the table, it can be known that:

Ordinate b : p = 0.53	the ordinate = 0.39781
Ordinate c : p = 0.53+0.44=0.97	the ordinate = 0.06804
Ordinate d : p = 0.97+0.01=0.98	the ordinate = 0.04842
Ordinate c : p = 0.98+0=0.98	the ordinate = 0.04842
Ordinate a and f = 0	

THE TABLE 1V.27

Group	N	P	O	(Or – Ot)	(Or-Ot) ²	$\frac{(Or-Ot)^2}{p}$	M	(Ot-Ot).M
Very Good	6	0.09	0.16239	+0.16239	0.02637	0.293	60	9.7434
Good	61	0.9	0.02665	-0.13574	0.018425	0.02047	60.3	8.18512
Mediocre			0.2665	-0.13076	0.01709			
Bad			0.2665	-0.39726	0.15781			
Very Bad			-	-0.2665	0.07102			
Total	67	0.99	-	-	-	0.31347 $E(\frac{Or-Ot}{p})^2$	-	0.31663 $E (Or-Ot). M$

The Work Way of Serial Coefficient
TABLE 1V. 28
The Calculation of the Standard Deviation

X	F	X	FX2
73	4	292	341.056
72	2	144	41.472
71	3	213	136.107
69	1	69	4.761
67	2	134	35.921
66	8	528	2.230.27
65	2	325	211.250
64	3	192	110.592
63	5	189	178.605
62	8	496	1.968
61	2	122	29.768
60	4	240	230.400
59	2	118	27.848
58	4	322	414.736
57	4	228	207.936
56	2	112	25.088
55	4	220	193.600
54	2	108	23.328
53	1	53	2.809
52	1	52	2.704
49	1	49	2.401
47	1	47	2.209
40	1	40	1.600
	N=67	4.483= E fx	56.451443

Based on the following step, we come to find out the SD tot :

$$\begin{aligned}
 SD_{(tot)} &= \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2} \\
 &= \sqrt{\frac{56.451443}{67} - (4.483)^2} \\
 &= 842.558 - (70)^2 \\
 &= 775.648 - 4.900 \\
 &= 770.748
 \end{aligned}$$

$$SD_{tot} = 27.762$$

After finding the result of the total of standard deviation, we know that:

$$(O_r - O_t) : 0.31663$$

$$SD_{tot} : 27.762$$

$$\frac{(O_r - O_t)}{P} : 0.31437$$

To find out Serial Correlation, the investigator uses the formula:

$$\begin{aligned}
 r &= \frac{\sum \{(O_r - O_t)(M)\}}{SD_{tot} \sum \left[\frac{(O_r - O_t)^2}{P} \right]} \\
 &= \frac{31663}{870.255 \times 31347} \\
 &= \frac{31663}{870.255} \\
 &= 0.563
 \end{aligned}$$

To determine the significant serial correlation, it will be analyzed by using formula “r” chotomisation as follows:

$$\begin{aligned}
 r_{ch} &= r_{set} \sqrt{\sum \left(\frac{(O_r - O_t)}{P} \right)^2} \\
 &= 0.563 \times \sqrt{0.559} \\
 &= 0.563 \times 0.559 \\
 &= 0.314
 \end{aligned}$$

The score rch: 0.314 so, the correlation to rch: 0.314 in category five is 1.043. Because rch must be equivalent with “r” product moment. So rch is multiplied to the correlation factor $0.314 \times 1.043 = 0.327$. Then it should be interpreted by using the table critic of “r” product moment with df (degree of freedom).

Based on the table of the product moment:

$$\begin{aligned}
 df &= N-2 \\
 &= 67-2 \\
 &= 57
 \end{aligned}$$

Based on the table critic of “r” product moment where df = 65 is 67 the level as follows:

1. A significant standard at 5%
2. A significant standard at 1%

So, the score obtained is smaller than “r” table whether in the level 5% = 0.23 or in level 1% = 0.302. It can be formulated that $0.22 < 0.314 > 0.302$. From this valve, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means that, there is a significant correlation between learning facilities and students achievements in learning English at the second years on SMPN 17 Sukajadi Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data presentation and analysis in the previous chapter, it can be concluded that there is a significant correlation between English learning facilities and the second year students' achievement at the SMP Negeri 17 Sukajadi Pekanbaru. The alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.

B. Suggestion

1. The students should bring facilities in meeting of English elves. It is very important to get good mark in the subject.
2. The passive students are properly caused that they do not bring facilities to study like; book, dictionary, LKS, etc.
3. The students should practice English starting with the small case like, saying hello in English, permitting etc.

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